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CAREER INTERNSHIP 10

PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

There is general agreement that Alberta needs to establish and maintain a flexible, highly competitive work force and entrepreneurial culture. At the same time, there is considerable evidence indicating that students need more help to make successful transitions from secondary school into the workplace and/or post-secondary learning.

To help students become more informed about the changing workplace, Alberta Learning is developing policy, curriculum and support materials to:

- help students build better career planning skills
- improve students' workplace readiness competencies
- expand structured pathways into the workplace and post-secondary education programs
- enhance connections among key players.

Career Internship 10 is a new, workplace-based curriculum designed to assist students in making informed decisions about their school-career transitions. Specifically, the course is designed to prepare students for entry in trade, technology and service careers.

Career Internship 10 is designed to ensure that students:

- discover their career interests and aptitudes in meaningful work activities, situated in community-based workstations and work sites in trade, technology or service sectors
- develop and apply knowledge, skills and attitudes appropriate to the changing workplace
- apply, in the workplace, competencies acquired through other course work
- develop an understanding about the demands of the workplace and an appreciation of both employee's and employer's rights and responsibilities.

The Career Internship 10 course provides opportunities for the school and the community to combine resources to enhance student awareness about, and preparation for, entry into trade, technology and service careers. In particular, **Career Internship 10 is designed to prepare students for entry into a trade, technology or service occupation having a structured learning pathway, including entry into an apprenticeship and enrollment in the Registered Apprenticeship Program.**

Career Internship 10 is recommended as a prerequisite to enrolling in the Registered Apprenticeship Program or other technology or service career-related courses and programs.

Career Internship 10, Work Experience 15–25–35 Courses and CTS Courses

Career Internship 10 complements, but is distinct from, Work Experience 15–25–35 courses and Career and Technology Studies (CTS) courses as follows:

- Career Internship 10, in contrast to Work Experience 15–25–35, provides a structured combination of provincially approved and locally developed outcomes for students planning to enter a specific trade, technology or service occupation. Work Experience 15–25–35 courses require all outcomes to be locally developed to enable students to explore diverse career interests and options.
- Career Internship 10, in contrast to CTS courses, provides students, teachers and employers the opportunity to customize a larger percentage of the outcomes to meet individual student needs and interests and employers expectations.

PHILOSOPHY

The notion of “learner as worker and worker as learner” is becoming increasingly accepted. There is considerable research that supports viewing the workplace as an extension of the school and the school as an extension of the workplace.

Similarly, experiential/applied learning is being increasingly seen as a vehicle for enhancing more formal learning systems by making learning more relevant and meaningful to the learner.

Career Internship 10 is based on the above research and on the belief that off-campus education programs contribute to effective learning and partnerships between the school and its community when the delivery of these courses are characterized by:

- careful selection and placement of students
- clearly defined outcomes determined through a partnership among teachers, students and employers

- effective monitoring of student progress
- clear and consistent assessment strategies.

PROGRAM ORGANIZATION

Career Internship 10 is a discrete course designed to support and prepare students with the basic, workplace readiness competencies for entry into a trade, technology or service career.

Course Credits

Career Internship 10 may be offered for 3, 4 or 5 credits. Credits earned are counted toward the requirements for an Alberta High School Diploma. Successful completion requires that students spend a minimum of 125 hours in the workplace and meet the standards specified for the general and specific outcomes.

Related Studies

The following Career and Technology Studies courses are suggested as being complementary to Career Internship 10.

- CTR1010: Job Preparation
- CTR1210: Personal Safety (Management)

In addition, the following courses from the Career and Technology Studies program will enhance student readiness for placement in local workplaces.

- CTR2010: Job Maintenance
- CTR2210: Workplace Safety (Practices)
- CTR3010: Preparing for Change

General and Specific Outcomes

The general and specific outcomes for Career Internship 10 include employability skills and workplace skills.

Employability skills and workplace skills are defined for each student through consultation among the teacher, the student and the employer prior to placing a student in a workstation or work site.

Note: The term “Employability Skills” is used to describe a range of competencies that may also be described by other terms, such as essential skills, essential competencies, generic skills, basic skills or transferable skills.

Employability Skills

In enrolling students in Career Internship 10, the teacher, in consultation with the student and the employer, will define the employability skills the student will be expected to demonstrate to complete the course successfully.

Employability skills include competencies relating to safety, personal management, working with others, thinking, planning and organizing, managing transitions and managing change. Employability skills are defined provincially but may be complemented by other related skills developed locally.

Employability skills should account for 40% of a student’s final mark in Career Internship 10.

Workplace Skills

Workplace skills define the knowledge, skills and attitudes, determined through consultation among the teacher, student and employer, that specify what the student is expected to know and be able to demonstrate at the completion of Career Internship 10.

Workplace skills are to be locally developed and, when assessed, should account for 40% of a student’s final mark in Career Internship 10.

In addition, students are required to develop a profile of their workplace. This profile should account for 20% of a student’s final mark in Career Internship 10.

PROGRAM DELIVERY

Career Internship 10 is designed to be delivered primarily off-campus. The course must, therefore, be delivered in accordance with the Off-Campus Education Policy, 1997.

This policy requires that each workstation or work site be inspected and approved annually by a certificated teacher designated by the school authority. A workstation is a fixed place of work, such as an office or retail store. A work site is a place of work, such as a construction site, that may change intermittently.

In selecting a student to enroll in Career Internship 10, the teacher should consider the student’s interests, career goals, maturity and previous experience.

In selecting a suitable placement, the teacher must ensure that it provides:

- a safe and caring learning environment
- opportunities for the student to develop the competencies specified by the general and specific outcomes
- opportunities to determine specific interest in the selected career area.

Suitable placements may include local businesses and government offices and agencies, as well as volunteer and other community service agencies.

- Each student is regularly monitored; e.g., a minimum of one visit/contact for each 25 hours spent in the placement.
- An assessment strategy, including the method of determining the student’s final mark, has been developed by the teacher in consultation with the student and the employer.

In situations where the student might be required to work outside the school boundaries; e.g., summer workplace and out-of-province work sites, teachers are advised to clarify roles and responsibilities with the school administration.

GENERAL AND SPECIFIC OUTCOMES

GENERAL OUTCOMES

Career Internship 10 is designed to assist students in developing employability and workplace skills as determined by the teacher, in consultation with the student and the employer, including an increased awareness about employee and employer rights and responsibilities.

Students will:

- develop a profile of the workstation or work site
- demonstrate designated employability skills, including:
 - a positive attitude toward work
 - understanding and appreciation of employee rights and responsibilities
 - understanding and appreciation of employer rights and responsibilities
 - effective communication skills
 - teamwork skills
- demonstrate workplace skills defined for the work placement.

SPECIFIC OUTCOMES

Students will be able to:

Nature of Career

If the student has previously completed a work experience course in the same or similar workplace or career area, learning related to the Nature of Career area specific outcomes should focus on content not previously addressed.

Products or Services

- Describe the purpose of the company, organization or agency.
- Describe the product(s) produced and/or service(s) provided by the company, organization or agency.

Client Base

Client demographics may include such data on clients as age, gender, addresses, buying patterns and spending patterns.

- List and describe the clients served by the company, organization or agency.
- Analyze and describe the demographics of clients served by the company, organization or agency.

Organizational Structure

- Identify and specify the positions and roles of those employed by the company, organization or agency.
- Describe, in graphic form, the organizational structure of the company, organization or agency.

Organizational Roles and Responsibilities

- Identify and describe key roles in the company, organization or agency.
- Explain why the roles identified are key roles.
- Identify and describe the roles and responsibilities of a minimum of key persons in the company, organization or agency.

Competency Sets

- List and describe the competencies needed to perform:
 - an entry level (apprenticeship) position
 - a supervisory position.
- List and describe alternative ways in which necessary competencies may be developed.

Advancement and Promotion

- Identify and describe the criteria for advancement and promotion within the company, organization or agency.

Employability Skills

The teacher, in consultation with the student and the employer, determines the employability skills necessary in the selected workplace.

Workplace Skills

The teacher, in consultation with the student and the employer, determines the workplace skills necessary in the selected workplace.

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